

Contemporary learning theory describes the student as an active and engaged information user and underscores the importance of students developing information and technology expertise.

LIBRARY MEDIA SPECIALIST

Collaborates with classroom teachers to support their content standards in these four roles:

1. **Teacher** who integrates information and technology literacy with subject area content standards
2. **Instructional Partner** who collaborates with classroom teachers to plan effective instruction in the library
3. **Information Specialist** who models strategies for accessing and using information technologies
4. **Program Administrator** who is proficient in the management of resources, budgets, and facilities in order to provide instructional support and services

WHAT ELSE SHOULD I KNOW?

Library media specialists have always drawn upon a distinctive expertise about information and technology. A growing body of research is demonstrating the unique contribution this expertise can bring to student achievement.

Office of Library Information Services

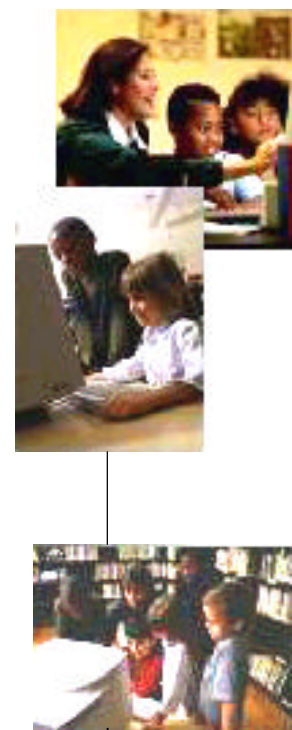
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TECHNOLOGY LEADERSHIP

- **Online Research Modules**
Recognized by MSDE as Best Practice in technology integration and student research
www.bcplonline.org/online
- In-school and home remote online access to full text magazine, newspaper, and reference databases such as **Electric Library**
www.bcplonline.org/online
- **OnLINE Library Website**
Links to Internet resources that directly support the teaching and learning of the Essential Curriculum
www.bcplonline.org/online
- **Automated Catalog and Circulation Systems**
Provide access to K-5 library information resources and management of library inventories and information sources
- **Parent Internet Education Online Curriculum**
Recognized by the Benton Foundation as Promising Practice in Parental Involvement in Technology
www.bcpl.net/~sullivan/pie/index.html
www.childrenspartnership.org/Map/mapintro1.html
- **Quality Library Media Collections**
Include books and technology resources such as CD-ROMS, videocassettes, computer software
- **Webpage Design Services**
Special programs, workshops, committee studies, and curriculum initiatives, e.g., The Reading Page, Oral History, Government Resources, and Research for School Improvement, etc.
- **Technology Inservice Courses**
Web-Based Instruction in Education; Teaching Information Literacy with the Online Research Modules; Library Automation

TECHNOLOGY INTEGRATION FOR ENGAGED LEARNING GRADES K-5

Baltimore County Public Schools Library Media Program



INFORMATION AND TECHNOLOGY LITERACY CURRICULUM SUPPORT

Standard 1 The student who is information literate accesses information efficiently and effectively.

Standard 1 in Action

A fifth-grade class explores the culture and everyday lives of the early settlers of their state. Students formulate questions based on their own lives to learn how children lived in pioneer times. The class knows the encyclopedia has a great deal of information; however, students discuss other possible technology resources such as the Internet and CD-ROM.

Standard 2 The student who is information literate evaluates information critically and competently.

Standard 2 in Action

A fourth-grade class researches endangered animals. The students use books, CD-ROMs, and the Internet to gather information. One group notices that a particular home page has more dire predictions than the other sources about the future of their animal. Checking more closely, the group finds that the host of the homepage is an environmentalist organization known for its aggressive viewpoint. Students evaluate the information to determine its validity.

Standard 3 The student who is information literate uses information accurately and creatively.

Standard 3 in Action

Students create projects for a countywide drug prevention contest. They begin by reflecting on their own concerns about drugs and the effects of

drugs in their lives. They gather information from a variety of print and electronic sources. Students choose an appropriate format to communicate their ideas. Students consider posters and other displays, skits, and electronic presentation.

Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 4 in Action

Students in a kindergarten class observe and explore seasonal changes in the environment to describe characteristics and relationships and their effect on daily life. Using the "Snow Museum" Online Research Module, they will explore information resources with their teacher to create a snow museum to share their knowledge and feelings about snow. They will design a snowflake craft to go in the 'Hall of Snowflakes.'

Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 5 in Action

Students in a second-grade class read for a literary experience with their teacher the book *Rabbit Hill*. They decide to plant a garden that measures 25' x 25' which has room for only three kinds of plants to feed the rabbits, woodchucks, mice, moles and deer on Rabbit Hill. Using the "Rabbit Hill" Online Research Module to locate information about plants, they design a garden map using KidPix.

Standard 6 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Standard 6 in Action

Two fourth-grade students work together on a research project to determine how the environments on different planets affect clothing, equipment, other adaptations necessary for human survival. They assumed their final

product would be a traditional written report; however, they realize that their topic might be better suited to a visual presentation. They decide to expand their information search to include multimedia resources.

Standard 7 The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.

Standard 7 in Action

First-grade students explore the culture of China by hosting a day-long celebration of the Chinese New Year. They gather information from print, multimedia, and electronic resources to plan a "Chinese pavilion."

Standard 8 The student who contributes positively to the learning community and to society practices ethical behavior in regard to information and information technology.

Standard 8 in Action

Second-grade students have just learned to use the school's automated catalog. They are excited about using this new tool to find fiction books. A group of students waiting to use the catalog becomes restless as another student keeps looking for more titles, even though she has found five to check out.

Standard 9 The student who contributes positively to the learning community and to society participates effectively in groups to pursue and generate information.

Standard 9 in Action

Third-grade students work on a project about the Chesapeake Bay and wonder how they will find information. One student mentions that his aunt is an expert on cleaning up the bay. Another talks about a Chesapeake Bay exhibit he saw. A third remembers seeing some interesting Internet resources. The students discuss ways to gather, organize, and present information using PowerPoint.